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CCSS Adaptability Note

The activities suggested within this Educator's Guide can easily be adapted to conform to the listed Standards in the entire grade range.

Common
Core State
Standards

FISH FOR JIMMY

INSPIRED BY ONE FAMILY'S EXPERIENCE IN A JAPANESE AMERICAN INTERMENT CAMP

by Katie Yamasaki

GRADES 1–5

“A dramatic, visual feast.”—*The New York Times*

About the Book

For two boys in a Japanese American family, everything changed when Japan bombed Pearl Harbor and the United States went to war. With the family forced to leave their home and go to an internment camp, Jimmy loses his appetite. Older brother Taro takes matters into his own hands and, night after night, sneaks out of the camp and catches fresh fish for Jimmy to help make him strong again. This affecting tale of courage and love is an adaptation of the author's true family story.

SUGGESTED CLASSROOM ACTIVITIES

Literature/Language Arts

Questions for Discussion/Writing

Students can discuss the following questions as a whole class or in small groups, or use them as writing prompts:

- What was your reaction when you first read that Jimmy and Taro's father was taken away by the FBI? Do you think this was fair? Why or why not?
- When Father told Taro, “You are the man of the house now,” what do you think he meant? Have you ever had a similar responsibility placed on your shoulders? How did you handle it?
- How do you think Taro and Jimmy and their mother felt being taken from their home and sent away to a strange place to live in a camp? How did their lives change? How would you have felt if the same thing happened to you and your family?
- Do you think Taro was right or wrong to cut a hole in the fence and escape to find fish for Jimmy? Explain the reasons for your position. Have you ever had a situation in which you had to find the courage to do something very dangerous or scary for someone that you loved? If so, describe it.

CCSS 2-4.RL.1, 2-4.RL.3, 1-4.RL.6 Reading Standards for Literature/Key Ideas and Details/Craft and Structure—Ask and answer questions to demonstrate understanding of a text; describe characters in a story; discuss point of view.



Dramatization—Students can often understand the feelings of the characters in a story by dramatizing the whole story or sections of the story. Ask students to select a character: Jimmy, Taro, Mother, or Father, and to enact what they thought each would say at various parts of the story—when Father was taken away, when they were on the bus to the camp, when they were living at the camp, when Jimmy refused to eat, when Taro brought the fish, or when Mother was finally smiling. Different students can be chosen to portray the characters for each scene.

CCSS 3-4.RL.3, 2-3.SL.2 Reading Standards for Literature—*Determine characters in a story. Speaking and Listening/Comprehension and Collaboration*—*Determine the main ideas and supporting details of a text read aloud.*

Fact vs. Fiction—*Fish for Jimmy* is a fictional story based on actual events. Students can make lists of the parts of the story they think are factual and those that were created by the author. Afterward, they can do further research to determine whether their hunches were correct. They can also search in their school or public library for nonfiction books about Japanese American internment camps to check for facts.

CCSS 2-5.W.8 Writing/Research to Build and Present Knowledge—*Recall information from experiences or gather information from provided sources to answer a question.*

Write a News Article—After finding more facts about the relocation using print or online resources, students can write a news article about Taro and Jimmy and their family using the journalistic Who, What, Where, When, Why format.

CCSS 3-5.W.2 Writing/Text Types and Purposes—*Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*

Geography

Students can show the locations of the internment camps on a U.S. map. Some students may have family members who lived in the areas where the camps were located. Perhaps they can ask those who were alive during World War II if they have any memories of the camps or the war and report back to the class what they learned.

Art

Observation—The illustrations in the book show images of fish in many places where there would not normally be fish. Ask students to look carefully at all of the pictures in the book and point out instances where the author/illustrator used her imagination and added fish.

CCSS 3.RI.7 Integration of Knowledge and Ideas—*Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*

Research

There are many topics related to the story that students can research including Executive Order 9066, Japanese internment camps, and Japanese relocation during World War II.

CCSS 3-5.W.7 Writing/Research to Build and Present Knowledge—*Conduct research projects that build knowledge about a topic.*

Online Resources

Executive Order 9066—www.ourdocuments.gov/doc_large_image.php?flash=true&doc=74 shows the exact document that ordered Japanese Americans to relocate in 1942.

Internment History—www.pbs.org/childofcamp/history/index.html contains replicas of historical documents, photos, a timeline, and a discussion of the internment's affect on children.

Life in Internment Camps—

www.google.com/search?q=life+in+japanese+american+internment+camps&hl=en&sa=X&tbo=u&bm=isch&source=univ&ei=NFa5UICbK5DbigK5uYGoBg&ved=0CFIQsAQ&biw=1052&bih=643 presents a large number of photos of Japanese American families in internment camps.

Library of Congress Primary Sources—

www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/ contains a wealth of materials related to World War II and the internment of Japanese Americans, including links to photos, news articles, and many other relevant materials.

Bombing of Pearl Harbor—www.pearlharbor.org/period-videos.asp presents several videos of this historic event.

“A date that will live in infamy”—www.youtube.com/watch?v=3VqQAf74fsE presents the famous speech given by President Franklin Delano Roosevelt to Congress on December 8, 1941. The exact text of the speech is here: <http://www.awon.org/dc3/>.

Civil Liberties Act of 1988—

<http://library.thinkquest.org/trio/TTQ04160/Complete%20Site/aftermath/reparations.htm> presents information about the act that was signed by President Ronald Reagan, apologizing for the internment camps and providing \$20,000 to each survivor of the internment.

Salmon and Rice—<http://tokystation-yukari.blogspot.com/2010/01/recipe-salmon-rice.html#!/2010/01/recipe-salmon-rice.html> Students may be interested in tasting this Japanese dish that Jimmy and Taro loved.

Classroom Activities prepared by Sandy Schuckett, school library consultant.

About the Author



Photo Credit Michael Chung

Katie Yamasaki is a teacher, an illustrator, and an internationally acclaimed muralist who lives in New York City. When she was growing up, the World War II internment of 110,000 Japanese and Japanese American citizens was never discussed, even though most of Katie's Japanese family was interned. Katie wrote *Fish for Jimmy* to honor their bravery. To learn more about Katie, visit her website at www.katieyamasaki.com.